

## EN8009 Publishing Internationally During and Beyond the Doctoral Career

### Part I

Course Duration:	13 weeks (1 semester)
Credit Units:	3
Level:	R8
Teaching Pattern:	Lecture/tutorial
Medium of Instruction:	English
Prerequisites:	EN8007 Managing Thesis-Writing
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

### Part II

#### Course Aims:

This course aims to help research degree students to cope with demands imposed on them by the requirements of publishing internationally (with a special emphasis on the research article) during the final years of their research degree tenure and in their first academic appointment.

#### Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	identify and apply various strategies to manage publishing during and beyond their doctoral studies	5%
2	identify and apply various strategies to analyze and select journal homes for publishing	15%
3	identify various linguistic/non-linguistic resources, generic conventions and rhetorical strategies associated with the research article (RA); apply the above knowledge when writing their own RAs	55%
4	identify and apply various linguistic resources and rhetorical strategies needed to address reviewers' comments and editorial decisions	15%
5	identify and apply effective strategies to overcome writer's block	10%

#### Teaching and Learning Activities (TLAs)

CILO No	TLAs	Hours/week
CILO 1	TA: interactive lecturing LAs: sharing by PhD graduates group discussion short reading tasks	N/A
CILOs 2-3	TA: interactive lecturing LAs: guided group discussions guided analyses of journals selected by students guided analyses of RAs selected by the instructor and by students short writing tasks & language exercises	N/A
CILO 4	TA: interactive lecturing LAs: guided group discussions guided analyses of reviewers' comments short writing tasks & language exercises	N/A
CILO 5	TA: interactive lecturing LAs: guided group discussions & short guided reading tasks	N/A

#### Assessment Tasks/Activities

CILO No	Type of assessment tasks/activities	Weighting	Remarks
CILO 2	Analyzing a potential journal home Students	20%	Nil

	will be required to analyze a representative journal of their fields to which they plan to submit a paper (see ATA below).			
CILOs 1-5	Writing a manuscript for submissionStudents will be required to write a manuscript that will be submitted to a journal that they have analyzed (see ATA for CILo2), paying special attention to requirements on the manuscript (e.g., length, font size, treatment of self-citations, etc.) as specified by the journal. Students will also need to attend to the issues and strategies explored in lessons targeting at CILOs 1-5. Reflecting on the writing experienceStudents will also be required to keep a log reflecting on the manuscript-writing process, paying special attention to issues/strategies explored in lessons targeting at CILOs 1-5.	60%	20%	Nil

### Grading of Student Achievement:

Grading pattern: Standard (A+, A, A-...F). Grading is based on student performance in assessment tasks/activities.

### Part III

#### Keyword Syllabus:

Making strategic publishing plans, identifying journal homes, generic conventions of the research article, rhetorical strategies, academic review procedures, communicating with editors, addressing reviewers' comments, overcoming writer's block

#### Recommended Readings:

- Artemeva, N. (2000). Revising a research article: Dialogic negotiation. In P. Dias & A. Paré (eds.), *Transitions: Writing in academic and workplace settings*, pp.74-87. Cresskill, N.J.: Hampton Press Inc.
- Brett, P. (1994). A genre analysis of the results section of sociology articles. *English for Specific Purposes*, 13, 1, 47-59.
- Casanave, C. & Vandrick, S. (eds.) (2003). *Writing for scholarly publication: Behind the scenes in language education*. Mahwah, N.J.: Lawrence Erlbaum Associates, 2003.
- Flowerdew, J. (in press). Scholarly writers who use English as an Additional Language: What can Goffman's "Stigma" tell us? *Journal of English for Academic Purposes*, doi:10.1016/j.jeap.2008.03.002.
- Flowerdew, J. & Dudley-Evans, T. (2002). Genre analysis of editorial letters to international journal contributors. *Applied Linguistics*, 23/4, 463-489.
- Gosden, H. (2003). 'Why not give us the full story?': Functions of referees' comments in peer reviews of scientific papers. *Journal of English for Academic Purposes*, 2, 87-101.
- Holmes, R. (1997). Genre analysis, and the Social Sciences: An investigation of the structure of research article discussion sections in three disciplines. *English for Specific Purposes*, 16, 4, 321-337.
- Kamler, B. (2008). Rethinking doctoral publication practices: Writing from and beyond the thesis. *Studies in Higher Education*, 33, 3, 283-294.
- Kanoksilapatha, B. (2005). Rhetorical structure of biochemistry research articles. *English for Specific Purposes*, 24, 269-292.
- Kourilova, M. (1998). Communicative characteristics of reviews of scientific papers written by non-native users of English. *Endocrine Regulations*, 32, 107-114.
- Lim, J. M. H. (2006). Method sections of management research articles: A pedagogically motivated qualitative study. *English for Specific Purposes*, 25, 282-309.
- McNabb, R. (2001). Making the gesture: Graduate student submissions and the expectation of journal referees. *Composition Studies*, 29, 1, 9-26.
- Murthy, U.S., & Wiggins, C. J., Jr. (2002). Why manuscripts are rejected: An analysis of JIS rejections. *Journal of Information Systems*, 16 (Spring), 41-48.
- Peacock, M. (2000). Communicative moves in the discussion section of research articles. *System*, 30, 479-497.
- Peters, R. L. (1997). *Getting What You Came For* (revised edition). New York: Noonday.

Swales, J. M. (2004). Research genres: Explorations and applications. New York: Cambridge University Press.

**Online Resources:**

Licensed EAP corpus: MICASE

**Related Links**